DOCUMENT RESUME

ED 117 426 CE 006 073

TITLE	Oklahoma State Mini-Plan for the Adminstration of Vocational Education Under the Vocational Education Amendments of 1968. '74-'75.
INSTITUTION	Oklahoma State Dept. of Vocational and Technical Education, Stillwater.
PUB DATE	[74]
NOTE	8p.; For the complete State plan, see CE 006 072
EDRS PRICE	MF-$0.83 HC-$1.67 Plus Postage
DESCRIPTORS	*Educational Objectives; *Educational Planning; *Educational Programs; Manpower Needs; Program Planning; State Departments of Education; State Programs; *Statewide Planning; Tables (Data); *Vocational Education
IDENTIFIERS	*Oklahoma

ABSTRACT

A summary presentation of the Oklahoma State plan for vocational education is offered in the document. The following areas related to administrative provisions and the annual and long-range program plans are briefly described with supporting data: (1) definitions for people, programs, and vocational technical education facilities; (2) goals and objectives for fiscal year 1975; (3) manpower needs and job opportunities; (4) population to be served; (5) construction of area vocational-technical schools; (6) determination of personnel preparation and development of priorities; and (7) emphasis points for vocational and technical education in fiscal year 1975. (EC)

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Oklahoma State Mini-Plan

'74-75

FOR THE ADMINISTRATION OF VOCATIONAL EDUCATION
Under the Vocational Education Amendments of 1968

2

Introduction

Under the Vocational Education Act of 1963 and the subsequent 1968 amendments, an annual State Plan is required. This State Plan exists as a contract between the U.S. Office of Education and the State Department of Vocational and Technical Education.

Oklahoma's State Board of Vocational and Technical Education is the sole agency responsible for the administration of the State Plan. This board consists of the State Superintendent of Public Instruction and six appointed members of the State Board of Education as ex officio voting members. In addition, six members are appointed by the Governor, five of whom are appointed on the advice and consent of the State Senate. The Director of the State Department of Vocational and Technical Education serves as an ex officio non voting member and as the Executive Officer of the Board.

The State Plan is composed of two parts. Part I contains the administrative provision and Part II contains the annual and long-range plans of the State Department of Vocational and Technical Education.

The information presented here is a brief version of the 254-page State Plan in addition to providing a summary of some of the important aspects of the full report.

If additional information is required to clarify something contained in this report, the answers can likely be found in the State Plan or by contacting persons in the State Department of Vocational and Technical Education.

Francis Tuttle
State Director

Definitions for People, Programs, and Vocational-Technical Education Facilities

DISADVANTAGED: Disadvantaged persons are those persons who have academic, socioeconomic, cultural, or other handicaps that prevent them from succeeding in a regular vocational education or consumer and homemaking program designed for persons without such handicaps, and who for that reason, require specially designed educational programs or related services.

HANDICAPPED: Handicapped persons are those persons who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health impaired persons who, by reason of their handicapping condition, cannot succeed in a regular vocational or consumer and homemaking education program without special educational assistance or who require a modified vocational or consumer homemaking program.

GENERAL: Persons who will succeed in a regularly designed vocational education or consumer homemaking program.

ELEMENTARY: A program designed for children, grades kindergarten through 8th.

SECONDARY: A program designed for high school youth including grades 9 through 12 for the age group of 14 through 18 year olds.

POST SECONDARY: A program designed primarily for youth or adults who have completed or left high school and who are available for an organized program of study in preparation for entering the labor market.

ADULT PREPARATORY (part-time study): A program designed to provide training for persons who have already entered the labor market or are unemployed but need training or retraining in preparing for a new occupation.

ADULT SUPPLEMENTARY (part-time study): A program designed to provide training for persons who have already entered the labor market and need training to be updated or upgraded to achieve stability or advancement in their current employment.

COMPREHENSIVE HIGH SCHOOLS: Those public schools which serve the 9 through 12 grade levels of instruction for 14 through 18 year-old students and support vocational education by offering 5 or more vocational and/or consumer homemaking education programs.

AREA VOCATIONAL AND TECHNICAL SCHOOLS: A specialized school used exclusively or principally for the provision of vocational and technical education to secondary, post secondary, and adult students and for persons who have academic, socioeconomic, or other handicaps who are available for study in preparation for entering the labor market, or to prepare individuals for enrollment in advanced technical education programs that do not lead to a baccalaureate degree.

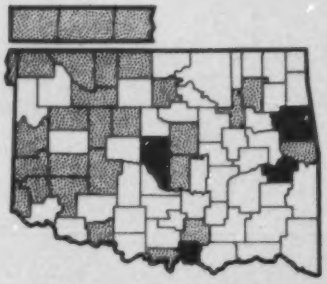
MANPOWER SKILLS TRAINING CENTER: A centralized self-contained facility, operating on a full-time, prime-time basis, especially designed to provide on a continuous basis, counseling and related services, work orientation, basic and remedial education, and institutional skill training in a variety of occupations for adult trainees recruited from a broad area.

POST SECONDARY TRAINING INSTITUTIONS: Two-year schools which offer exclusively post secondary training in various occupational areas which may or may not be accredited at a four-year institution.

TECHNICAL INSTITUTES: Schools that have the exclusive purpose of providing trade, technical, and occupational programs for adults which may or may not receive college credit, and may offer in addition to their occupational programs, programs at a pre-professional or general educational level.

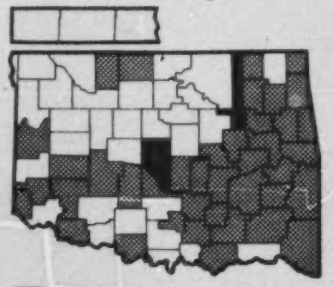
Goals and Objectives for Fiscal Year 1975

To expand and improve vocational and technical educational opportunities to general education students in Oklahoma.	a. To increase the number of secondary students enrolled in vocational programs to 72,290 in FY 1975. b. To increase the number of programs by adding 56 new secondary programs, expanding 18 1/2 secondary programs, and redirecting 20 existing secondary programs into cooperative programs in FY 1975.
To provide coordinated educational experiences to students in schools where there exists a large number of students who are potential dropouts.	a. To increase the number of potential dropouts that will be enrolled in vocational programs to 1,288 in FY 1975. b. To increase Coordinated Vocational Educational Training (CVET) by adding 8 new programs in FY 1975.
To provide services to those individuals that possess characteristics that keep them from succeeding in a regular program of vocational and technical education.	a. To increase the number of individuals receiving specially designed instruction in vocational and technical education to 4,275 disadvantaged students in FY 1975. b. To increase the specially designed educational offerings by adding 1 new program for potential dropouts or persons that have already dropped out of school in 1975.
To expand and improve vocational education offerings to the handicapped population.	a. To increase the number of handicapped individuals receiving vocational and technical education to 5,325 in FY 1975. b. To add 2 new specially designed programs for the handicapped in FY 1975.
To expand and improve post secondary occupational training opportunities in Oklahoma.	a. To increase the enrollment in post secondary education programs to 8,268 in FY 1975. b. To increase the number of programs by adding 21 new post secondary programs in FY 1975.
To provide training for those persons who need to develop a skill in order to gain employment and to those persons who desire or need upgrading training in their present occupation.	a. To increase the number of adult students served by comprehensive high school vocational programs to 17,634 in FY 1975. b. To increase the number of adult students served by area vocational-technical schools to 11,687 in FY 1975. c. To increase the number of adult students served by junior colleges, community colleges, and technical institutes to 11,977 in FY 1975.



DROPOUT RATES

- 0% - 3%
- 4% - 6%
- 7% - 10%



- Counties designated as Redevelopment Areas Title 1 & IV . . . Public Works and Economic Development Act
- Counties in Ozark Region
- High Density Population

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1000 copies have been prepared and distributed at a cost to the taxpayer of the State of Oklahoma $196.69.

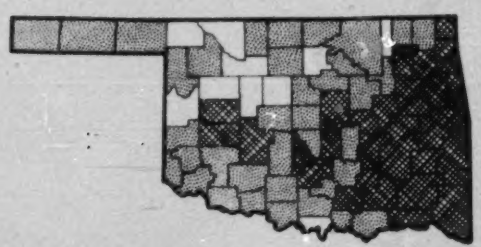
Manpower Needs and Job Opportunities

Vocational Education Programs are designed to:

a. fulfill current or projected manpower needs in existing occupations at the local level by preparing students for current or projected job opportunities in such occupations, or,

b. fulfill new and emerging manpower needs at the local, state and national levels by preparing students for new and emerging job opportunities at such levels.

	PROGRAM AREA	DEMAND	SUPPLY							DEMAND MINUS SUPPLY
			OESC REGISTRANTS	PUBLIC			FEDERAL		PRIVATE SCHOOLS	
				SECONDARY	POST SECONDARY	ADULT	MDTA	OTHER FEDERAL		
1974	01. Agriculture	2305	121	1247	2	0	0	0	22	913
	04. Distributive Educ.	6294	1380	632	95	196	0	140	41	3810
	07. Health	4571	1031	270	917	802	15	0	341	1195
	09. Home Economics	5993	1744	423	22	7	0	3	3	3791
	14. Business & Office	11138	2708	1675	215	271	211	150	1162	4746
	17. Trade & Industry	17004	3266	3418	738	547	497	482	985	7071
1978	01. Agriculture	2420	127	1309	2	0	0	0	23	959
	04. Distributive Educ.	6609	1449	664	100	206	0	147	43	4001
	07. Health	4800	1064	284	963	842	16	0	358	1255
	09. Home Economics	6293	1831	444	23	7	0	3	3	3981
	14. Business & Office	11695	2843	1759	226	285	222	158	1220	4983
	17. Trade & Industry	17854	3429	3589	775	574	522	506	1034	7425



HIGH RATES OF UNEMPLOYMENT FOR ADULTS

- 1.0% - 2.9% Unemployed
- 3.0% - 5.9% Unemployed
- 6.0% or Above Unemployed

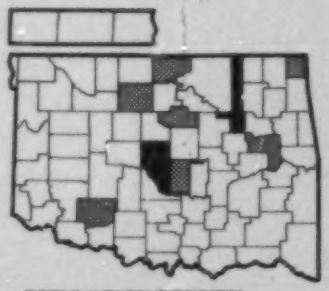
HIGH RATES OF UNEMPLOYMENT FOR YOUTH

- BELOW 10%
- 10% - 30%
- 31% or Above

Population to be Served

The State Board shall give due consideration to the vocational education needs of persons of all ages, persons in high school, persons who have completed or left high school who require preparation for entering the labor market, persons already in the labor market who need training or retraining for employment, disadvantaged persons, and handicapped persons. The State Board will work with all available local and State agencies which can help determine the categories of persons and vocational education needs of the persons. Vocational Education programs which can benefit the greatest number of persons will be given first consideration by the State Board.

DATA	1970-71 LATEST DATA	1975 ESTIMATED	1979 PROJECTED
Total Population	2,559,229	2,888,445	2,796,499
16-21 Year Old Population	273,892	316,607	324,424
Male	141,093	161,640	164,573
Female	137,799	154,967	159,851
14-18 Year Old Population	246,689	264,576	261,663
Male	125,823	135,250	133,670
Female	120,866	129,326	127,993
Secondary School Enrollment	188,506	202,136	199,911
Male	96,138	103,089	101,955
Female	92,368	99,047	97,956
19-21 Year Old Population	133,651	158,418	167,264
Male	67,137	80,928	85,322
Female	66,514	77,490	81,942
Two Year College Enrollment	17,731	24,091	26,196
Two Year College Dropouts	8,085	9,608	10,144
Adult Unemployment	56,099	59,739	57,268
Disadvantaged Population			
A. Annual Unemployment	9,324	9,794	10,077
B. Persons designated as poor	139,701	146,741	150,973
C. Welfare (Public Asst.)	211,204	221,849	228,248
Handicapped Population	445,941	468,420	487,246

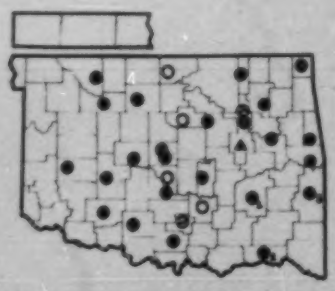


POPULATION DENSITY
(Population Per Square Mile)

- Over 100
- Over 50 But Less than 100

Construction of Area Vocational -Technical Schools

NAME AND ADDRESS COUNTY AND CONGRESSIONAL DISTRICT	ESTIMATED BEGINNING DATE	ESTIMATED COMPLETION DATE	BUILDING* CAPACITY
Indian Meridian AVTS, District No. 16; Stillwater, Payne County 6th Congressional District	1975	1976	400
Moore Norman AVTS, District No. 17; Not Determined, Cleveland County 4th Congressional District	1975	1976	600
Tulsa District, District No. 1; Tulsa, Tulsa County 1st Congressional District	1975	1977	750
Duncan Area District, District No. 1; Duncan, Stephens County 3rd Congressional District	1976	1977	300



VOCATIONAL-TECHNICAL TRAINING

- Area Vocational-Technical Schools In Operation 1975
- Area Vocational-Technical Schools Under Construction 1975
- Manpower Skills Centers
- Oklahoma State Tech

*Building capacity represents the number of individuals the facility may hold during any one given training session. There are two training sessions per day and one per night.

Determination of Personnel Preparation and Development of Priorities

Primary consideration in establishing priorities for professional personnel development will be given to personnel needs in new vocational and technical education programs where teacher training programs are inadequate or do not exist and the training of personnel in administrative or leadership positions in order to have a maximum impact on programs.

The PPDC uses the following criteria in determining the priorities of personnel development programs: (a) Impact the program will have on vocational and technical education. (b) Is the program needed to assist in meeting the State's goal for realignment of investment in professional personnel development? (c) Is such a training program in operation in the State, and if so, to what degree is it contributing to personnel development? (Higher priority would be given to new programs or current programs operating at a very low level of production.) (d) Is the program innovative in its approach to personnel development? (e) Do current teacher educators in vocational and technical education in the State lack the expertise necessary to provide the needed program?

The EPD Priorities for Fiscal Year 1975 are as follows:

1. To enable teacher educators in all fields (i.e., elementary, middle school, secondary–other than Vocational and Technical) to understand vocational, technical, and career education.
2. To enable Secondary School Administrators, Counselors, and Teachers of all diciplines to understand vocational, technical, and career education.
3. To provide preservice and in-service adult education in effective learning and instruction to Vocational and Technical teachers.
4. To develop expertise within Vocational and Technical Education Teachers and Administrators in working with handicapped students.
5. To develop expertise within Vocational and Technical Education Teachers and Administrators in working with minority groups.
6. To provide in-service training for counselors to enable them to understand Vocational and Technical Education and Career Education.
7. To assist local school Administrators in planning a complete Vocational Education program to include implementation of Management by Objective Programs.
8. To develop leadership skills of Vocational and Technical Educators in working with legislative groups.
9. To place continued emphasis on vocational guidance and counseling.
10. To enable Vocational and Technical Administrators, Counselors, and Teachers to understand school law, rules, and regulations dealing with Vocational and Technical Education at State and Federal levels.
11. To assist Vocational and Technical Education Teachers, Administrators, and Counselors in the development of their abilities to plan, equip, and conduct programs for the physically and mentally handicapped students to include the placement of these students in jobs.
12. To provide in-service training for Vocational and Technical Education Teachers in curriculum educational media development and utilization.
13. To improve the professional expertise of Vocational and Technical teachers and personnel from Industry through an Industry/School exchange program.
14. To provide additional training for Home Economics teachers in early childhood education, nursery operation, and day care centers.
15. To assist programs that provide work experience for vocational teachers.
16. To assist in the development and utilization of videotaped teaching skill models in vocational and technical teacher education.
17. To provide for exchange participation between vocational and technical education teachers and State Department personnel and also between teacher educators and State Department personnel.
18. To provide appropriate in-service education for teacher educators, administrators, and State Department staff.
19. To provide vocational and technical professional personnel development training for underrepresented groups.

FUND ALLOCATION

Funds available for vocational and technical education programs in local educational institutions are allocated using the following criteria: (1) manpower needs and job opportunity, (2) vocational education needs, (3) relative ability to provide resources, and (4) relative costs of programs, services, and activities.

Allocations for disadvantaged, handicapped, consumer and homemaking, cooperative vocational education, work study, exemplary and research programs, and/or projects are made on a proposal application from local education agencies. Emphasis and attention are given to serving the needs of areas identified as: (1) economically depressed, (2) having high rates of unemployment of youth and adults, and (3) having high dropout rates.

YOUTH ORGANIZATION

Youth organizations are an integral part of vocational and technical education offerings. In addition to motivating students in occupational interests, it serves to build leadership in young men and women. Five youth organizations hold Oklahoma Charters granted by their respective national organizations: DECA (Distributive Education Clubs of America), FBLA (Future Business Leaders of America), FFA (Future Farmers of America), FHA (Future Homemakers of America), and VICA (Vocational Industrial Clubs of America).

Emphasis Points for Vocational and Technical Education in FY 1975

1. DISADVANTAGED

Additional programs will be made available in vocational education for disadvantaged persons. This group of persons are desirous of and in need of vocational education. The group will be made up of many different types of individuals; namely, the elementary and high school dropout, the disinterested student, the slow learner, the culturally deprived person, the academically deficient person, and persons with other handicaps which prevent them from succeeding in the regular vocational education programs. An extensive number of programs will be operated insuring the needs of this group of persons will be served adequately. Special classes which will serve disadvantaged persons exclusively will be operated. In addition, many of these persons will be served in regular vocational education classes if their particular deficiencies will enable them to be enrolled in regular classes.

Persons in the disadvantaged group who will be served include the elderly, persons in correctional institutions, potential school dropouts, school dropouts, economically and culturally deprived persons from minority groups, and those who are academically disadvantaged.

Priority for program funding will be based on economically depressed areas of the state, counties, communities and/or cities where the rates of school dropouts are considered high and where family income is substantially low.

2. HANDICAPPED

Persons who are handicapped by being mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health impaired persons will be served by vocational education programs. The development of programs for the handicapped will be related to areas where deficiencies will not be major obstacles to training success and subsequent job placement.

Progress has been made in programs for the handicapped students and increased emphasis will be given in the coming years in order to try to meet the needs of this particular section of our population.

FISCAL YEAR 1975 ENROLLMENTS 1/

OCCUPATIONAL PROGRAMS (GAINFUL ONLY)	SECONDARY			POST SECONDARY			ADULT			COOPERATIVE					
										PART B			PART G		
	R	D	H	R	D	H	R	D	H	R	D	H	R	D	H
01. Agriculture	12647	5696	1504	66	30	8	4438	2005	544	671	293	83	114	413	46
04. Distributive Educ.	1866	840	222	702	316	83	1902	858	233	1894	828	235	98	354	39
07. Health	683	307	81	1283	577	152	894	403	109	112	49	14	4	16	2
09.02 Home Economics	1513	681	179	138	61	17	138	61	16	26	11	3	71	257	29
14. Business & Office	2582	1162	307	827	65	73	2606	1177	319	1112	486	138	104	373	41
16. Technical Educ.	----	----	----	2781	277	83	1197	541	149	----	----	----	----	----	----
17. Trade & Industry	9810	4418	1167	538	313	238	15055	6804	1849	1506	658	187	66	235	26
99. Group Guid./Pre. Voc.	----	1943	164	----	----	----	----	----	----	----	----	----	----	----	----
99. Industrial Arts	29819	13030	3697	----	----	----	----	----	----	----	----	----	----	----	----
Total	58920	28077	7321	6335	1639	654	26230	11849	3219	5321	2325	660	457	1648	183
09.01 Consumer Home Ec.	16897	7636	2075	----	----	----	4789	2164	588	----	----	----	----	----	----
Work Study	----	469	40	----	----	----	----	----	----	----	----	----	----	----	----
Exemplary	2173	950	270	178	78	22	49	21	----	----	----	----	----	----	----

R = Regular, D = Disadvantaged, H = Handicapped

3. PLACEMENT

The employment level for those vocational graduates from secondary programs who entered the labor market in 1973 was 96.3 percent--compared to a national average of approximately 84 percent of the 16-24 age group. Of those available for the labor market, 79 percent were employed in occupations related to their training.

4. CAREER EDUCATION

The Sand Springs career education project, which has received statewide recognition for its excellent "World of Work" concept, will be continued by the Sand Springs school system during FY 1975. The career education concept will additionally be initiated in the school systems of Tulsa county during FY 1975.